

Microteach #2
Sample Lesson Plan

Subject: U.S. Government

Name: (Your name)

Grade Level: 11th

Unit Title: The Rights and Responsibilities
of All Citizens

Title: Freedom of Speech

Sunshine State Standards:

SS.912.C.1.1: Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.

SS912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.

Rationale:

Understanding the concept of free speech, by using examples of Supreme Court rulings that have affected the civil liberties U.S. citizens, will encourage students to exercise their rights and responsibilities by actively participating in governmental processes.

Goals Objective:

11th grade U.S. Government students will learn about the freedom of speech and different interpretations of its meaning. When given an example of a Supreme Court ruling, the students will be able to propose at least two reasons for the Court's decision, defending or critiquing the court rulings during a classroom discussion.

Content:

Freedom of speech is a constitutional right in the United States. During the 1960s and 1970s, many Supreme Court cases were ruled upon based on freedom of speech, especially symbolic freedom of speech. Incidences that were protected or not protected under these rulings are still controversial and are open for discussion.

Procedures:

- Pose the question 'In what amendment of the U.S. Constitution is the freedom of speech guaranteed?' **(CONVERGENT QUESTION)**
- Have the class answer the question 'What does freedom of speech mean to you?' **(DIVERGENT QUESTION)**
- Pass out the actual constitutional amendment stating the freedom of speech in both English and the native languages of the ELL students. **(ESOL STRATEGY: USE OF VISUALS; USE OF TRANSLATIONS)**
- Ask the class 'Who ultimately decides on the meanings of the constitution?' **(CONVERGENT QUESTION)**

- Share with the class two or three recent case rulings, from the 1960s and 1970s, where the Supreme Court was involved in deciding on cases involving symbolic speech. **(ESOL STRATEGY: USE OF EXAMPLES)**
- Provide a handout with fill-in-the-blank phrases and sentences to scaffold language around the following questions to be used with each case. **(ESOL STRATEGY: SCAFFOLD LANGUAGE)**
 - What was the symbolic speech item in question? **(CONVERGENT QUESTION)**
 - Why do you think the item was controversial? **(DIVERGENT QUESTION)**
 - Do you think that the ruling was fair or unfair? Why? **(DIVERGENT QUESTION)**
 - Do you think that the defendants had good reasons for doing what they did?
 - Do you believe that these rulings would have been the same in today's society?

As the students respond chart the information on the board, using bulleted lists rather than extended text. **(ESOL STRATEGY: CHART INFORMATION; BULLETED LISTS)**

Closure/Summary

- At the end of the class, make sure the students understand that while the constitution grants citizens the freedom of speech, being allowed to do things concerning this freedom and many others are dependent on what the Supreme Court deems constitutional. Ask questions concerning the lesson content.

Resources/ Materials:

Handouts containing the Constitutional Freedom of Speech in English and Spanish. Transparencies of 2-3 Supreme Court cases.

Evaluation:

Given an example of a Supreme Court ruling, the students will propose at least two reasons for the Court's decision, defending or critiquing the court rulings during a classroom discussion.

References:

<http://www.everyteacher.com/cgi-local/lesson/everyteacher/everyteacher.cgi?action=showlesson&category=American%20History&lessonname=Symbolic%20Speech>